W

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| How will I help learners know **what** they will be learning? **Why** this is worth learning? What evidence will show their learning? How their performance will be evaluated? | The class will have the learning objectives posted during the entire unit. Students will know that it is important to learn about other cultures. Students will have a multiple number of assessments such as; recipe, 3-D model, perspective writings, and interviews. All of these will be put into a final presentation that will be presented in front of a real audience. The students will be reporters, reporting the information they have found on their region. Some assessments will be based on participation while others will be based on a rubric that the class will create together. |

H

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| How will I **hook** and engage the learners? In what ways will I help them connect desired learning to their experiences and interests? | I will start off by playing music from different types of regions along with role playing by dressing up in the many different types of attire of all the regions. I will ask students what they think the music and the different outfits mean. Then use a K-W-L to assess students’ prior knowledge of the different regions of the United States. |

E

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| How will I **equip s**tudents to master indentified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of important ideas? | The students will learn how conduct an interview (with note taking skills) and how to write a Q & A article, thru a mini lesson (using direct quotations when quoting the interviewee). The students will also learn how to gather information that they need, becoming better researchers, writers and readers. They will learn how to organize their information through a lesson. The students will also learn how to write from another perspective, thru a mini lesson. |

R

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| How will I encourage the learners to **rethink** previous learning? How will I encourage ongoing revision and refinement? | Along with one on one time with each student, I will also be reviewing my students working giving examples of other student’s ideas and probing students thinking over time, encouraging them to dig deeper. I will also have students think deeper by asking them to think about their region (community) and the type of weather they have and how it relates to the way they dress, the way they live (swimming, snorkeling etc.) |

E

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| How will I promote students' self **evaluation** and reflection? | Students will help come up with the rubrics on their assessment. We will also come together, as a class, at the end of each day to talk about any problems or things that went well. Students will set class goals for the next day |

T

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| How will I **tailor** the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students? | If I notice that something is not working or may be a little difficult o will change the objective and/or scratch it completely. I will also make sure that students have a number of different sources to use. I will also break students into smaller groups so that I can better assist their needs. Mini-lessons will help me to teach the students things that I have notice are difficult. |

O

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| How will the learning experiences be **organized** to maximize engaging and effective learning? What sequence will work best for my students and this content? | Students will already have sites that are appropriate and useful to visit. The students will be given all the materials necessary to complete the unit, including actually people of the different regions to interview. Students will leave their original documents in the designated bins at the end of each day, inside of folder provide, to prevent being misplaced, lost or damaged. |